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ABSTRACT

Discussed are the support of the State Department of Education, the responsibilities of a program for exceptional children, responsibilities of the local school system, and teacher approval and certification. A definition, types of programs, enrollment and placement, equipment and facilities, and goals are presented for each of the following exceptionalities: emotionally disturbed, hearing impaired, the hospital or home bound, educable mentally retarded, trainable mentally retarded, multiply handicapped, speech impaired, and visually impaired. Information is also presented on psychological services and special learning disabilities. (JM)

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PROGRAM FOR EXCEPTIONAL CHILDREN

REGULATIONS AND PROCEDURES

GEORGIA DEPARTMENT OF EDUCATION
ATLANTA, GEORGIA 30334

EC 004738

JACK P. NIX STATE SUPERINTENDENT OF SCHOOLS

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REGULATIONS AND PROCEDURES

PROGRAM FOR EXCEPTIONAL CHILDREN

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DIVISION OF SPECIAL EDUCATION
AND PUPIL PERSONNEL SERVICES

JUNE 1969

Regulations and Procedures
Program for Exceptional Children

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THE LAW

Georgia Code Annotated. Section 32-620, Georgia Laws 1964, pp. 3, 19.

"32-620. Establishment of Special Programs of Education; Allotment of Teachers and Other Personnel; Sharing of Costs. The State Board of Education shall have authority to provide for implementation of Statewide programs in the public schools of this State for the education of adults, pre-school children, and exceptional school children as may be defined by the State Board, and for implementation of other educational programs not ordinarily coming within the prescribed curricula of the public schools, which may or may not require use by local units of additional specially qualified personnel and funds, such as remedial reading programs for those public school children found to be deficient in reading skills, driver education programs, and other similar education programs. The State Board is authorized to establish priorities, standards and criteria for implementation and operation of such programs as the Board may, in its discretion, find necessary or desirable to implement on a Statewide basis. Local units may, prior to implementation of such programs by the State Board, implement such programs locally in accordance with criteria and standards prescribed by the State Board. The State Board shall, upon implementation of such programs establish a uniform basis for allotment of additional personnel and funds if such additional allotments are necessary for operation of such programs. Such programs shall, upon implementation by the State Board on a Statewide basis, be considered a part of the minimum foundation program of education contemplated by provisions of this Act, the cost of which shall be shared by the State and local units of administration in the same manner and on the same basis as provided in this Act for the sharing of other costs of the foundation program."

GEORGIA'S PROGRAM

The Program for Exceptional Children provides consultative services to public school systems interested in providing appropriate educational programs for children who deviate intellectually, physically, communicatively, or emotionally so markedly from what is considered to be normal growth and development that they cannot receive maximum benefit from participation in a regular school program. Because of their deviation, specially qualified teachers, supplementary materials and equipment, differentiated methods, and other services are needed.

However, the basic responsibilities for establishing and administering special classes/units for exceptional children rest with the local school board, the local school superintendent, and/or his designee. Prior to the establishment of a class/unit, it is the responsibility of the local school system to contact the Program for Exceptional Children for consultative services.

The State Board of Education has approved the formulation of regulations for establishing classes and/or units in the following areas: mental retardation (educable and trainable); multi-handicapped (crippled); hospital and home instruction; impaired hearing; special learning disabilities; speech impaired and gifted. Standards as outlined in these regulations must be met by the local school system in order to receive State funds.

Department of Education Support

Department of Education support of the program is evidenced by the following contributions to local school systems:

1. Allots State-approved teachers of exceptional children over and above the regular teacher allotment;

2. Pays the local school system the same amount for maintenance and operation, sick leave, textbook and library materials for each unit allotted for exceptional children as for the regular classroom teacher;

3. Provides special funds for the purchase of braille and large print material for children who are blind and partially sighted;

4. Allots the same amount of funds per child for transportation as for other children in the system;

5. Provides funds to administer individual psychological examinations to children who are being considered for classes for the mentally retarded;

6. Includes the ADA of exceptional children in computing the capital outlay allocations.

Program for Exceptional Children Responsibilities

1. Formulates regulations for programs in each area of exceptionality;

2. Formulates administrative policies and procedures for the operation of the Governor's Honors Program;

3. Provides consultative services concerning the initiation or continuation of educational programs for the handicapped;

4. Provides consultative services concerning programming for the gifted;

5. Provides consultative services concerning programs for exceptional children under ESEA Titles I, II, III and VI and NDEA Title III;

6. Provides consultative services concerning curriculum;

7. Provides coordination of psychological services and arranges for individual psycho-educational evaluations;

8. Approves classes or units which meet the State standards as outlined in the regulations;

9. Distributes and reviews forms for reporting legally blind children in order to receive, through the Federal Quota Account, the appropriate books and instructional materials;

10. Distributes forms for reporting of exceptional children enrolled in special programs and tabulates data therefrom;

11. Provides in-service teacher education programs.

Local School System Responsibilities

These regulations are so designed as to provide a quality program; therefore, their violation can result in the withdrawal of State funds for the following year. Any exception must be approved in writing by the Division for Exceptional Children.

The establishment of an educational program for handicapped children is dependent upon the following requirements being met by the local school system:

1. A professional school staff person must be appointed by the local superintendent of schools as director of the program for exceptional children. This person will be responsible for the supervision, administration, and development of the program, and will be most effective if he has had the appropriate preparation in special education and in administration and supervision. The director's responsibilities are to:

   A. Establish a local professional advisory committee which shall assist the director in such matters as public information and education, determination of needs, development of local resources, pupil placement, and in formulating regulations concerning the operation of the special services in alignment with State regulations. All recommendations shall be recorded in the minutes of the meeting. This committee shall be chaired by the director and shall be responsible to the local school superintendent;

   B. Use the Estimates of Prevalence chart, attached as an Appendix, to determine the approximate number of handicapped children in the school system;

   C. Call and conduct meetings of the principals and other professional school staff, with the local professional advisory committee and a consultant from the Division for Exceptional Children, to discuss the needs for a total program for all handicapped children, to review regulations to identify local responsibilities in meeting State standards, to determine in which area(s) of the handicapped the school system wishes to establish a program(s), and to plan for continuation and expansion;

D. Survey the school system to determine the approximate number of children who require special education in the chosen area(s) and send this information to the Division for Exceptional Children with a request from the local superintendent for the allocation of a unit(s) for the following year if the school system can meet the required standards;

E. As required in regulations for specific areas of exceptionality, obtain an adequate physical examination for each child considered for the special program;

F. Coordinate the administering of group intelligence tests to no more than four or five children considered for placement in classes for the mentally retarded;

G. Submit forms requesting individual psychological evaluations of children being considered for placement in classes for the mentally retarded;

H. Assist the superintendent in the recruitment of a qualified teacher(s) or one who can receive temporary approval;

I. Assist the superintendent in meeting the standards as prescribed in the regulations of the Division for Exceptional Children.

2. Approval of the local school board for one or more units shall be recorded in the minutes of the board meeting.

3. Employ teachers for the specific areas of exceptionality who meet the State certification requirements and/or receive temporary approval from the Division for Exceptional Children.

4. Provide adequate and appropriate housing in regular school buildings where the students, other than the trainable mentally retarded, may be with their peers.

5. Provide adequate and appropriate equipment and materials.

6. Provide necessary transportation for itinerant teachers.

7. Allow exceptional children to join any regular class activity in which they can effectively participate.

8. Provide a school day for children in special classes which is equal to the same number of hours as that of their peers in regular grades, unless a shorter day is prescribed by a physician.

9. Submit forms required by the Division for Exceptional Children, through the local director. The following report forms will be forwarded to each local school system by the Division at least three weeks prior to submission date:

   A. An initial report of all units in operation under State allocation, by the third Friday in September;

   B. A mid-year report of all units in operation under State allocation, by the third Friday in February;

   C. A total enrollment report by each teacher under State allocation, by the third Friday in June;

   D. A report of the degree and certification status of each teacher on State allotment, by the third Friday in August. When changes of teachers are made during the year, the director will forward the same information on the appropriate form to the Division within ten days after the change has occurred in the local system.

10. Programs organized under all Federal, State and local projects shall meet the standards of these regulations.

Teacher Certification and Approval

To receive certification, a candidate shall submit to the Teacher Certification Office of the State Department of Education:

1. Application for Certification

2. Transcript of Credits

3. Recommendation of an approved college or university stating that the candidate has completed a planned program

Temporary approval will not be given in the areas of speech impairment, hearing impairment, or the emotionally disturbed, as full certification is required in these areas.

Non-certified teachers in the area of the emotionally disturbed employed prior to the 1967-68 school year must complete 10 quarter hours of study in the field each year until certification requirements are met.

A teacher not fully certified in the areas of visually handicapped, hospital/home instruction, educable mentally retarded, trainable mentally retarded, multi-handicapped or special learning disabilities may be approved for employment, provided the teacher has completed ten quarter hours of a planned program in an approved college or university. The teacher must complete ten quarter hours each year until certified in the area. The planned program of the person employed shall be submitted to the Division with a statement of intent by the teacher that the work will be continued during the current school year or summer.

EMOTIONALLY DISTURBED

I. Definition

An emotionally disturbed person is one who is unable to make or maintain a set adjustment to his everyday surroundings or to the forces within himself. The well-adjusted child is able to maintain a comfortable relationship between his inner self, others, and his environment. The problems of the disturbed child are often revealed in varying degrees of maladjustive reactions toward peers and authoritative figures, such as parents and teachers.

II. Procedures for Establishing a Program

A. The superintendent of the local school system must submit to the Division for Exceptional Children a detailed narrative proposal of the plan to provide services for children who are emotionally disturbed. This proposal shall provide ample evidence that the various aspects of the program meet the criteria included in these regulations. The proposal shall also present:

1. The relationship of the program to community treatment programs for disturbed children;

2. The provision for daily relief of the special class teacher to prevent all-day contact with the children;

3. Evidence of a provision for the student to return to the regular classroom program, either part- or full-time, whenever practicable. It should always be kept in mind that, as children show evidence of being able to adapt to the regular classroom atmosphere and instruction, they should be reintegrated into the regular classroom, possibly on a gradual basis.

III. Types of Programs

A. Special Classes

1. Initial Placement Class

Children may be placed in this class for evaluative study by the teacher. When information is complete and a program

of study has been designed for the child, he is then moved to an appropriate class. The time element will vary with the child, but conceivably it could take six months or a year. The class should have no more than six students at any given time. For more detail, see Section V. Enrollment.

2. Primary - Intermediate - Secondary Classes

Children shall be enrolled in these classes on the recommendation of the teacher of the Initial Placement Class and the interprofessional board members.

B. Special Help Program

Units may be approved for provision of a crisis (or comparable) teacher to work with children experiencing temporary psycho-educational disorders and/or crises. The number of children assisted by one teacher will vary.

C. Residential and/or Day Care Program

Special programs for the emotionally disturbed may also be established and operated in residential and day care facilities under the auspices of the local school system in which that facility is located, or under special provisions if approved by the State Board of Education. Programs of this type would be established through presentation to the Division for Exceptional Children of a narrative proposal prepared jointly by the local school system and the requesting agency. Because of the nature of the residential or day care situation, special consideration may be given to variations from policies for programs in the public school system. A complete program of educating disturbed children in residential centers shall involve teachers and specialists in addition to the special class teacher.

IV. Referral and Placement

The following procedures shall be followed in determining special class placement:

A. Immediate and Temporary Crisis or Special Teacher Help

When a child becomes a critical school "problem" on the basis of either classroom management or achievement, then the crisis or special help teacher should be called to work with the child and there is no special placement necessary beyond the judgment of the teachers, the director, and the principal. This child

will stay with the crisis teacher for the period of time indicated by the lack of adjustment or adjustment and achievement of the child. If the child does not respond to the educational services offered by the crisis teacher, the procedure given next shall be followed.

B. Referral for Special Class Placement

Those children who do not respond to the above special assistance and who seem to be more severely disturbed should be referred to mental health specialists where an evaluation can be made and an interprofessional board can evaluate, diagnose, and recommend placement. The following information should be available for consideration by the board:

1. Social history and analysis prepared by a professional person of recognized competence;

2. Medical history and examination;

3. Educational history including observational information and results of tests which have been given by the school, such as achievement, intellectual ability, and sociometric scales;

4. Psychological evaluation including the use of projective techniques;

5. Psychiatric consultation;

6. Continuing diagnostic and supportive services provided by the local school system.

V. Enrollment

Children to be served in units for the emotionally disturbed are those who have experienced and exhibited persistent problems in adapting to their environment. The nature and degree of severity of the disorder is a determining factor in placement.

A. For some children, the disorder may be temporary and transitory. These children may be given the needed assistance to resolve their problems while continuing to be enrolled in the regular educational program. A specially prepared teacher may work with the child when the crisis occurs, returning the child to the regular classroom as soon as he can adapt to that situation.

B. For some children, the chronic and more severe nature of the disorder may require the provision of a class with a special teacher. These children will be placed in a special class program on a full- or part-time basis, after intensive and extensive professional diagnosis and recommendation. The goal of the special class is to help children resolve their problems, to advance academically, and to increase their adaptive ability so they will be able to cope with and return to the regular educational program.

C. For other children, the nature and degree of severity of the disorder may necessitate commitment or referral to a residential or day care treatment facility outside the local public school. Educational programs are needed in these facilities as an integral part of total treatment.

D. Required Age Range and Class Size

	Age	Number
Initial Placement Class (Primary, Intermediate and Secondary)		6 maximum
Primary Class	7 - 10 or 11	8 maximum
Intermediate Class	11 - 14	10 maximum
Secondary Class	13 - 16	14 maximum
Crisis Teacher		8 maximum

HEARING IMPAIRED

I. Definition

The educational classification and class placement of the deaf and hard-of-hearing children to be served shall depend primarily on the child's communication ability.

A. The child who is hard-of-hearing is one whose sense of hearing, after medical treatment, is still defective but is functional with or without a hearing aid.

B. The child who is deaf is one whose sense of hearing is nonfunctional; he must have his whole language structure taught by specially qualified persons.

C. The child who is deafened is one who has developed speech and language normally but who, through disease or trauma, has lost his functional hearing.

II Types of Programs

A. Special Class

Children are enrolled full-time in a class taught by a certified teacher of the deaf. The chronological age range of these children shall not exceed five years and the range of instructional levels shall not exceed four years.

1. Pre-Primary

The purpose of the pre-primary program is to lay the foundation for language and communication skills. A child may be enrolled at three years of age.

2. Elementary

The purpose of the elementary program is to provide graded instruction in the regular curriculum, accompanied by continued attention to improving communication and language skills. These students shall be provided opportunities to associate with their hearing peers during non-academic periods of the school program (e.g., physical education, art, music, etc.).

B. Resource Room

Children are enrolled in a regular classroom and also receive instruction in the resource room from a certified teacher of the deaf. The responsibilities of the resource teacher shall include instruction in speech and language skills, supportive teaching in academic areas, and consultative help to teachers, administrators and families in regard to educational problems related to the child's hearing impairment.

C. Itinerant

Children are enrolled in a regular class and receive the services of an itinerant teacher who is a certified teacher of the deaf and/or hard-of-hearing. The responsibilities of the itinerant teacher shall be the same as those of a resource teacher.

III. Enrollment

The number of students constituting a full unit for each type of program is:

A. Special Class

1. Pre-Primary: 4-8 children, depending upon the severity of the problem and levels of instruction

2. Elementary : 4-8 children, depending upon the severity of the problem and levels of instruction

B. Resource Room : 8-16 children, depending upon the severity of the problem and levels of instruction

C. Itinerant : 4-12 children, depending upon the severity of the problem and levels of instruction.

IV. Facilities

The school system shall provide a room in a regular school building as required by the type of program to be established, with suitable and appropriate furniture, materials and equipment.

A. Special Classroom

The room shall be of comparable size to that of a regular classroom. Furniture, suitable to the needs of the students enrolled, shall be provided. The room should be carpeted and must be provided with a group amplification unit.

B. Resource Room

The room need not be as large as a standard classroom. It shall be furnished with appropriate furniture to meet the needs of the students served. It shall have electrical outlets, be well lighted and ventilated, and contain adequate shelving and storage space. Individual amplification equipment shall be provided.

C. Room for Itinerant Teacher

A quiet room, free from interruptions, with at least two electrical outlets and adequate heat, lighting and ventilation should be provided in each school served. The room shall be large enough to house furniture and equipment for at least five students and one teacher without creating crowded conditions that may constitute a safety or fire hazard.

D. Central Office

A central office, with adequate space for storage of special equipment, should be provided for the itinerant teacher.

V. Responsibilities of Resource and Itinerant Teachers

A. Schedule the equivalence of one-half day a week for teacher conferences and for individual student planning.

B. Enroll only those students for whom there is a report of a recent otological and audiological evaluation.

C. Provide weekly schedules for the director, the principals, and the classroom teachers.

D. Notify the principals and classroom teachers concerned of any deviation from a schedule.

VI. Coordination with Total Program

A. Hearing screening of the school population shall not be required as a part of the teacher's regular duties.

B. The school principal determines the climate in which the teacher of the hearing impaired works. All schedules and room needs should be cleared with the principal and he should be informed of any variation in schedule. All recommendations concerning children shall be channelled through the principal, and he shall receive notification of parent consultations.

C. The regular classroom teacher has the responsibility for the total educational program of each child in his room. It is essential that the itinerant and resource teacher work closely with the teacher of each child in order to schedule the child at the most appropriate time of the day. The progress and needs of the child must be communicated to the classroom teacher so that good practices may be incorporated in the child's daily program.

HOSPITAL/HOME INSTRUCTION

I. Definition

The child who has a medically diagnosed physical condition which is noncommunicable and restricts him to his home or a hospital for a period of time which will significantly interfere with his education is eligible for the services of a hospital/home instructor.

II. Establishing a Program

Prior to establishment of a program, the following information should be sent to the Division for Exceptional Children:

A. Number and ages of children absent because of illness during preceding school year;

B. Type of illness;

C. Length of absence.

III. Referral and Placement

A. In order for an individual to receive hospital or home instruction, a qualified physician must declare that the child is physically able to profit from educational instruction.

B. Children currently enrolled in a program for the emotionally disturbed or mentally retarded may be included only if the hospital/home teacher works closely with the teacher of the emotionally disturbed or mentally retarded child.

C. No child will be included in the program if he is out of school because of a communicable disease.

IV. Enrollment

An average case load of eight should be maintained for payment of a full unit. A student enrolled in a program of hospital/home instruction shall receive instruction for a minimum of three hours per week. Many students should receive more than this minimum. Each child with whom the hospital/home instruction teacher works is enrolled on his regular classroom teacher's register. He is counted present only on the days on which he receives instruction.

V. Curriculum

The hospital/home instruction teacher shall work closely with the child's regular classroom teacher to provide continuity to the educational program planned for the child.

VI. Supplies and Equipment

A. Teachers under this program will need equipment and supplies as any teacher does, but they will differ in kind and scope. Individual filmstrip previews, tape recorders, carrying cases, lap boards, ceiling projectors, teaching kits and similar materials are recommended.

B. Home-to-School Telephone Service is of great help to the teacher and student when the student will be out of school for an extended period. This service aids the child to more adequately keep up because he can hear and participate in the regular classroom discussion. Children above the fourth grade level may be able to profit from this service.

MENTAL RETARDATION - EDUCABLE

I. Definition

The educable mentally retarded child is defined as one who, because of limited intellectual functioning, has significant limitations in his educational development and is not able to achieve in a regular educational program. Inability to achieve and adjust presents itself in the areas of maturation, learning, social and emotional adjustment, and vocational adjustment. The educable mentally retarded (EMR) will usually have an intellectual ability of approximately one-half to three-fourths that of the "average" child of comparable chronological age.

II. Criteria for Eligibility and Placement

A. To be eligible for enrollment, a child must:

1. Have mental retardation as the primary disability, with an IQ of 50-75. Admission of children with IQ's of below 50 or above 75 should be based on the recommendations of the local advisory committee. The minutes of their meeting showing justification of this action should be forwarded to the Division for Exceptional Children. Final approval of exceptions to the IQ range rests with the Division;

2. Have an individual psychological examination by a qualified examiner approved by the Division for Exceptional Children, as outlined in the section on Psychological Services herein;

B. The decision relative to placement of a child in an EMR class shall be dependent upon an analysis of the following information:

1. Educational History;

2. Family Background;

3. Medical History;

4. Psychological and Emotional Background.

C. An individual psychological evaluation shall be considered as only one indication of the child's abilities and needs and should not be utilized as the sole criterion for determining placement.

III. Enrollment

Required age ranges and class sizes are as follows:

	Age	Number
Elementary - Primary	6-9	12-14
Elementary - Intermediate	9-13	14-16
Secondary - Junior High School (Grades 8 & 9)	Over 13	16-20
Secondary - Senior High School (Grades 10, 11 & 12)	Over 13	20-22

Facilities

A. At the elementary level, classroom space shall be of equal size to regular classrooms in a regular school building which houses children of a similar chronological age.

B. Mobile or portable classrooms will be permitted only at the elementary level and only when one or more regular classes are also utilizing mobile or portable facilities. Portable facilities must be attached to the building or close enough to an entrance so as to permit easy and quick access to the proper chronological age group within that building. In all cases, the portable unit must meet the standards for such units as established by the State Department of Education.

Curriculum

A. The curriculum shall be designed to meet the individual educational needs of the students in the class. The curriculum must provide for the preparation of the EMR student for the world of work and for assuming his place in the community It should include experiences with regular class students whenever possible, the appropriate basic learning skills, social competencies, citizenship and its responsibilities, personal and social adjustment, health (both physical and mental), music, art, and pre-vocational skill development.

B. A "watered-down" elementary curriculum or a remedial program is not appropriate for these students. High interest materials with a low vocabulary level should be used. Concrete experiences related to daily living should be used as motivating factors

toward the learning of the basic skills subjects. The social, emotional, and vocational growth and maturity of the individual child should be the basis of the daily classroom activities.

C. Students in junior and senior high school programs shall participate to the fullest extent possible in the areas of physical education, industrial arts, homemaking, and any academic subjects from which the students can profit.

D. The secondary EMR teacher shall teach all areas of learning from which the student cannot adequately profit in the regular instructional program.

E. At the junior and senior high school levels, vocational rehabilitation services should become an integral part of the EMR program offered by the school.

F. All EMR students shall, upon completion of a planned special education program in a secondary school, be awarded a diploma or certificate of completion of program at the regular commencement exercises. These students shall be considered a part of the graduating class and no distinction shall be made in the ceremonies. The student's transcripts or permanent record shall be stamped "Special Education" and reported to requesting agencies as such.

VI. Cooperative Program with Vocational Rehabilitation

As a part of the Cooperative Program between the Division for Exceptional Children, Office of Vocational Rehabilitation Services, and the local school system, students in secondary EMR classes participate in a work-study program. This program may include training in jobs on the school campus or in community business establishments for a portion of the school day. While so engaged, students will be considered in attendance and given full credit for this phase of their educational experience.

MENTAL RETARDATION - TRAINABLE

I. Definition

The trainable mentally retarded (TMR) will usually have an intellectual ability of approximately one-third to one-half that of the "average" child of a comparable chronological age. Thus, these individuals will have intelligence quotients of 35 to 55, as determined on an individually administered intelligence test. These children may be expected to benefit from a program designed to further their socio-economic usefulness in their home and/or sheltered environment or residential setting. At maturity, the trainable mentally retarded will be functioning at approximately the second grade level.

II. Criteria for Eligibility, Placement, and Reassessment

A. To be eligible for enrollment, a child must:

1. Have a chronological age of between 6-18 years;
2. Be able to communicate so as to make his needs known;
3. Be ambulatory to the extent that he does not create a hazard;
4. Have mental retardation as the primary disability, with an IQ of 35 - 55;
5. Not be a danger to himself or others if adequately supervised;
6. Have acceptable toilet habits;
7. Have had an individual psychological examination by a qualified examiner approved by the Division for Exceptional Children, as outlined in the section on Psychological Services herein;
8. Have had a physical examination, including vision and hearing testing, within two months of admission.

B. The decision relative to placement of a child in a TMR class shall be dependent upon an analysis of the following information:

1. Educational History;
2. Family Background;

3. Medical History;

4. Psychological and Emotional Background.

C. Each child's adjustment to the class shall be assessed by the teacher after he has been enrolled for a minimum of three months and also at the end of each year. The evaluation at the end of the year should include a complete educational assessment and a medical examination. An individual psychological evaluation should be made when the need for one is indicated. The results of the psychological evaluation shall be considered only as one indicator of the child's abilities and needs and should not be utilized as the sole criterion for determining placement. A re-evaluation of the child's placement should be considered and recommendations made if a change is indicated.

III. Enrollment

Required age ranges and class loads are as follows:

Younger Children: Chronological age - 6-12 years, but utilizing mental age in determining class placement;

Number - 8-12

Older Children : Chronological age - 12-18 years, but utilizing mental age in determining class placement

Number - 8-12.

IV. Facilities

A. The class should be located in a home-type building which includes kitchen and bathroom facilities as well as adequate work space which is essential to the training of these children. There should also be adequate playground area with suitable protection for the children.

B. The location of a TMR facility should be near a school where a primary or elementary class for the educable mentally retarded is housed.

C. An aide should be employed for each teacher of the TMR. In facilities housing more than one TMR class, a ratio of two teachers to one aide may be used.

D. The length of the school day shall be at least five hours and the school year shall be the same as for children of comparable age.

V. Goals

A. Language and Communication Development

Understand and interpret the expressed thoughts and feelings of others and communicate his own needs and feelings to others;

B. Sensory and Physical Development

Achieve maximum use of sensory faculties and maximum physical development;

C. Self-Care

Care for personal needs;

D. Social Adjustment

Get along with others and manage own affairs in a restricted social environment;

E. Economic Usefulness

Contribute to self, family, and community welfare;

F. Academic Achievement

Receive purposeful experiences applicable to the individual.

MULTI-HANDICAPPED

I. Definition

An individual who is multi-handicapped has two or more physical problems severe enough to interfere with his receiving all or a part of his education in a regular classroom.

II. Establishing a Program

A. A single class/unit should not be established unless there is a plan for the continued and appropriate education of the students enrolled.

B. A class unit consists of a teacher and 8-12 students.

C. Teacher aides should be provided to assist pupils with personal needs.

III. Referral and Placement

The following information shall be obtained for each child to determine eligibility for placement in a special class:

A. Current medical record, including vision and hearing tests;

B. Current psychological report from a qualified psychologist;

C. Case records, including birth, family, health, social and educational history.

IV. Curriculum

A. The curriculum must provide for the preparation of the multi-handicapped student for the world of work and for assuming his place in the community. This curriculum should include the appropriate learning skills, social competencies, citizenship and its responsibilities, personal and social adjustment, health (both physical and mental), music, art, and vocational skill development.

B. The curriculum must be modified and adapted for these students on an individual basis.

C. Materials and equipment designed to fit the particular needs of each student are essential to success and must be provided.

V. Facilities and Equipment

A. The classroom shall be at least the size of a regular classroom.

B. The classroom shall be easily accessible to an outside entrance, the school cafeteria, the library, the office, and should have its own restroom facilities, or they should be provided immediately adjacent to the special classroom.

C. Alterations to school plant facilities, such as the installation of ramps and handrails, may be recommended. Classroom, restroom, and other architectural barriers that prevent the student from using the school facilities should be eliminated if possible.

D. Classes should be housed in a school building centrally located in an area where the greatest number of children are to be served.

E. Equipment common to all classes/units shall be provided by the local school system. In addition, the school system shall provide:

1. A file cabinet with lock for filing medical and psychological reports in the class where the children are enrolled;

2. Ample storage space for such items as cots, walkers, wheelchairs, portable chalkboard, phonograph, records, books, etc.

SPEECH IMPAIRED

I. Definition

The speech therapist shall function as an itinerant teacher for children whose speech deviates so far from the speech of others that it calls attention to itself, interferes with communication, or causes its possessor to become maladjusted. Speech disabilities may result from developmental, functional, and/or organic causes. Although the major portion of scheduled time will involve children with speech problems, lip reading and auditory training may be provided for children with mild to moderate hearing impairments. When the speech problem is related to physical or neurological conditions, the recommendations of the physician are essential in selection of a child for speech therapy. The correction of grammatical errors and reading difficulties is not included in this definition.

II. Enrollment

A. A case load of 55-80 children shall constitute full unit.

B. If five or more multi-handicapped students with severe speech impairment are carried on the therapist's rolls, a case load of 40-60 children shall constitute a full unit.

III. Scheduling of Therapist

A. The equivalence of one-half day a week shall be scheduled by the speech therapist for conferences, testing, visits and planning.

B. Scheduling must insure that each child is receiving sufficient attention to provide reasonable assurance of improvement of speech.

1. Provide for individual and group therapy as needed.

2. Group therapy sessions shall be scheduled for not less than 30 minutes. Individual sessions may be scheduled for a minimum of 20 minutes.

3. No more than five students may be enrolled for a group therapy session.

C. Weekly schedules shall be provided the local director of the program for exceptional children and all principals, and shall be kept up to date. Classroom teachers shall be given their pupils' schedules.

D If there must be a deviation from the schedule, the principals and classroom teachers concerned shall be notified.

E. Appropriate records shall be kept of testing, case histories, and therapy.

F. There shall be regular reporting to teachers, principals, and parents regarding pupil progress and the therapist's activities.

G. The speech therapist shall not function as a resource teacher for students experiencing academic difficulties due to impaired hearing.

IV. Facilities and Equipment

Adequate and appropriate facilities, equipment and materials shall be provided.

A. A specific room in each building served by a speech therapist shall be designated as a speech therapy room and shall be utilized primarily for speech therapy classes. This room shall:

1. Be free from interruptions;

2. Have at least two electrical outlets;

3. Have adequate heat, lighting and ventilation;

4. Be large enough to house furniture and equipment for at least five students and one therapist without creating crowded conditions that may constitute a safety or fire hazard.

B. Furniture suitable for the number and ages of children served shall be provided:

1. Tables and chairs;

2. A chalkboard (at least 48" x 28");

3. A mirror (at least 36" x 15").

C. Following are recommendations for the provision of materials and equipment:

1. It is recommended that $50 be provided each therapist on the initiation of a program, and that approximately $25 be provided each year thereafter for the purchase of materials such as recording tapes, crayons, professional teaching aids (manuals, speech objects, speech tests, workbooks, phonograph records, etc.);

2. It is recommended that the following equipment be purchased: portable tape recorder, record player, and portable amplifier.

D. A central office for conferences, with space for storage of materials and equipment, shall be provided for each therapist.

E. The speech therapist should be provided with office supplies and stenographic assistance.

Coordination with Total Program

To be successful, a program must have the support of all those concerned with the child's total educational program.

A. The local director serves as liaison between the speech therapist and local school administrators, and between the local school system and the Division for Exceptional Children, and assures that State standards are maintained.

B. The principal determines the climate in which the speech therapist works. It is essential that the therapist clear schedules and room needs with him and that he be informed of any variation from the schedule. All recommendations concerning children shall be channelled through the principal The principal shall receive notification of parent consultations.

C. The regular classroom teacher has the responsibility of the total educational program of each child in his room. It is essential that the speech therapist work closely with the teacher of each child in order to schedule the child at the most appropriate time of the day. It is equally essential that the speech therapist communicate the speech progress and speech needs of the child to the classroom teacher so that speech practice can be incorporated in the daily schedule.

VISUALLY IMPAIRED

I. Definition

Children to be served include totally blind children and those with visual handicaps which may result from congenital defects, eye diseases, severe refractive errors, injuries to the eye, and poor eye coordination. They fall into the following three basic categories:

A. Functionally Blind

A child who will be unable to use print as his reading media is considered to be functionally blind. Instruction in braille and in the use of recorded materials will be essential to this child's education.

B. "Legally" Blind

A "legally" blind child is one whose visual acuity is 20/200 or less in the better eye after correction, or who has a limitation in the field of vision that subtends an angle of 20°. He falls within the definition of blindness, although he may have some useful vision and may even read print.

C. Partially Sighted

A partially sighted child is one whose visual acuity falls within the range of 20/70 to 20/200 in the better eye after correction.

There will be some children with a visual acuity better than 20/70 who will need specialized help. The local director will determine whether the visual loss constitutes an educational handicap. Request for inclusion of such a child in a unit for visually impaired children should be made to the Division for Exceptional Children.

II. Procedures for Establishing a Program

A. A survey of the school system should be made to determine the need for the program.

B. Annual vision screening, and vigorous medical follow-up of all children falling below normal vision, is recommended to identify children with visual handicaps.

C. An eye examination report, completed and signed by the eye specialist examining the child, must be submitted for each visually handicapped child enrolled in the program.

III. Types of Programs

A unit shall consist of from 6-12 children.

A. Resource Room

Children are enrolled in a regular classroom in a designated school, but they also receive instruction in a resource room on a regular schedule from a teacher of the visually impaired. The resource room is equipped with the special materials and equipment necessary for the education of visually impaired children. The teacher determines reading media (braille, print, recorded), teaches special skills, prepares materials, and gives consultative help to teachers, administrators and families in areas concerning vision programs as they relate to education.

B. Itinerant

Children are enrolled in regular classrooms but also receive the services of a teacher of the visually impaired. This teacher serves children in several schools, prescribing reading media, special books and materials, and giving consultative help to teachers and families in areas concerning vision problems and education. Funds for transportation and a schedule flexible enough to permit a teacher to direct preparation of books and other materials are essential to the successful operation of an itinerant program.

C. Multi-System

A special type of resource or itinerant program may involve several school systems or a region. A detailed plan of operation must be submitted for approval by the Division for Exceptional Children.

IV. Facilities

Appropriate housing shall be provided in a regular school building, as required by the type of program, with suitable furnishings and appropriate materials and equipment.

A. Resource Room

This room need not be as large as a standard classroom, but it should be well ventilated and lighted and have adequate shelving and storage space. Individual non-glare lamps shall be available for children who need extra light in order to read.

B. Room for Itinerant Teacher

A quiet room, free from interruptions and large enough for several pupils and a teacher, should be provided in each school served.

C. Central Office

A central office should be provided for the itinerant teacher, with adequate space for storage of special equipment.

V. Books and Materials

A. Federal Quota Allocation

All children whose vision comes within the definition of blindness are registered by their school system through the Division for Exceptional Children to be included in the Federal Quota Allocation for legally blind children. A credit allocation, based on a per capita allotment for children under instruction on the first Monday in January, is set up on the books of the American Printing House for the Blind. It is against these credit allocations that the Division authorizes shipment of books and materials for the use of local schools in the education of visually impaired children.

B. Library for the Blind

All books and materials are circulated through the Library for the Blind, 1050 Murphy Avenue, S.W., Atlanta 30310. They are returned to this same address as soon as the school is through with them, for circulation to other visually impaired children.

C. Textbook Funds

Local textbook funds may be used for purchasing books and materials for visually impaired children.

VI. Coordination with Total Program

A. The local director organizes, develops, and coordinates this program as well as all other State-financed programs for exceptional children in that school system, and sees that State standards are maintained.

B. The principal determines the climate in which the teacher of the visually impaired works. All schedules and room needs should be cleared with the principal and he should be informed of any variation in schedule. All recommendations concerning children shall be channelled through the principal, and he shall receive notification of parent consultations.

C. The regular classroom teacher has the responsibility for the total educational program of each child in his room. It is essential that the resource and itinerant teachers of the visually impaired work closely with the teacher of each child in order to schedule the child at the most appropriate time of the day and to relate his activities to the curriculum needs of the child. The progress and needs of the child must be communicated to the classroom teacher so that good practices may be incorporated throughout the child's daily program.

PSYCHOLOGICAL SERVICES

The psychological testing of children to be enrolled in special classes/units shall follow the procedures outlined in the Psychological Services Handbook, available from the Division for Exceptional Children. The following specific regulations shall be adhered to:

1. The initial responsibility for identifying children who may be candidates for special education classes rests with the local school system.

2. The local director shall follow the steps below in the referral of children for individual psychological testing:

   A. Obtain copies of the Referral Form (IEC-A-13) from the Division, to give to each school in the system which refers children to special education classes;

   B. Instruct teachers and principals in the purposes and proper procedures for completing the form. The regular classroom teacher must complete three copies of the referral form on each child;

   C. The local director receives from local school personnel three copies of the completed referral form on children whom the teachers wish to be considered for special class placement;

   D. The director arranges for group intelligence testing:

      (1) Children must be tested in small groups, four or five children at a time;

      (2) The results of the group test must be recorded in the appropriate space on the referral form;

   E. Prior to submitting a request for testing to the Division for Exceptional Children, children will be screened by considering:

      (1) Vacancies existing in the proposed special class;

      (2) Availability of transportation to proposed special class;

      (3) Information contained in the referral form;

      (4) Appropriateness of a child for the class on the basis of his age, behavior, group test scores, school achievement, problem areas, and other information available;

(5) Referral to appropriate school personnel or other agencies of those children needing medical care. Provide for medical examination and note corrective measures on the referral form;

F. Contact the parents of each child and obtain their understanding of the proposed special education program and their consent for individual intelligence testing to be done;

G. Submit two copies of the screened referral form for each child for whom testing is requested with explanations or comments, together with Request for Services of Psychological Examiner (IEC-A-4), to the Coordinator of Psychological Services, Division for Exceptional Children. The director retains one copy of the forms for his files. A separate Form IEC-A-4 must be completed for each class when testing is requested for more than one unit.

3. The director in the local school system shall:

A. Inform parents of the testing schedule;

B. Provide a quiet, well-lighted and well-ventilated room for testing, which should contain three chairs (one for the child, one for the examiner, and one for test materials) and a table of the size appropriate to the size of the child;

C. Designate a person to be responsible for making preparations for testing and for aiding the examiner throughout the testing day. This person is responsible for bringing children to the testing situation at the appointed time, seeing that the testing situation is not interrupted or disturbed by anyone entering the testing room or by noise from the halls outside, and for being available throughout the day to offer any other assistance necessary;

D. Furnish the psychological examiner with other pertinent educational, developmental, or background information not contained in the referral form, if requested by the examiner;

E. Schedule children to be tested at intervals to be set up by the individual examiner when testing is arranged. The time for each test will vary from approximately one hour to one hour and a half. Time should be allowed for the examiner to have short rest periods and a reasonable lunch time.

F. Request that the psychological examiner test only the number of children approved;

G. Counsel with parents, teachers, and administrators after psychological reports have been received;

H. Take the opportunity of consulting with psychological examiners when they visit in the school system. The examiners should make time available to discuss the results of their evaluations.

4. The psychological examiner shall:

A. Administer an individual intelligence test (or tests) to each child approved for testing;

B. Consult with the local director and teachers concerning the children tested;

C. Send to the school system three copies of a detailed psycho-educational evaluation.

5. Psychological Reports

A. If testing is done by psychological examiners employed through the Division for Exceptional Children, the examiner must send three copies of the psychological report to the local director who will distribute them as follows: one copy to the teacher of the child; one copy to the local director; and one copy to the Division. The local director shall send, with one copy of each psychological report, a Request for Payment (IEC-A-5) to the Division. The local school system must reimburse the psychological examiner as soon as possible after receiving the reports.

B. If the testing is done by the psychological examiner on the staff of the local school system, he must send two copies of the psychological report to the local director who will distribute copies as follows: one copy to the teacher of the child; one copy for the director's files. One copy should be retained by the examiner. At the end of the year, ten sample psychological reports must be forwarded to the Coordinator of Psychological Services, Division for Exceptional Children.

C. All psychological reports are confidential and shall be kept in locked files and made available only to authorized professional personnel, which includes the special class teacher who should have immediate access to such files.

D. The written report shall:

(1) Contain, along with other data, an I.Q. and a mental age on the evaluated child;

(2) Give the school some indication of the intellectual potential of the child; of his particular modes of behavior; of possible educational consequences of dynamics observed; and suggestions for further exploration or analysis;

(3) Include information regarding the social and educational history of the child.

SPECIAL LEARNING DISABILITIES

I. Definition

"Children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written languages. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing or motor handicaps, to mental retardation, emotional disturbance or to environmental disadvantage."[1]

II. Procedures for Establishing a Program

A. The superintendent of the local school system must submit to the Program for Exceptional Children a detailed narrative proposal of a plan to provide services for children with special learning disabilities. This proposal shall provide ample evidence that the various aspects of the program meet the criteria included in these regulations. The proposal shall also present:

1. Evidence of careful preplanning and administrative commitment to insure sound establishment of such services, proper identification of children, and continuity and expansion of services. Administrative commitment shall be in terms of full support by the school board, the superintendent, and support through knowledgeable leadership on the part of professional administrators employed in the school system, including the principal of the school where the program is housed.

2. Evidence of provisions for students to maintain contact with the regular classroom and to return to the classroom program, either part- or full-time as soon as the child is able to make constructive use of regular classroom instruction.

III. Facilities

A. All instructional programs for children with special learning disabilities must be a part of a regular school where there are children enrolled in regular classes who are of comparable ages.

B. The school system shall provide a classroom of suitable size, in a distraction free area as required by the type of program or services to be established, with appropriate furniture, materials, supplies and equipment to meet the needs of the class or individual children to be served.

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1 First Annual Report, National Advisory Committee on Handicapped Children, January 31, 1968, U.S. Office of Education, Washington, D.C.

IV. Eligibility and Placement

A. From an educational standpoint, special learning disabilities must be identified through psychological and educational evaluation.

B. When indicated, ancillary diagnostic consultations shall be required.

C. Reports for all examinations and consultants must be in the case study for consideration at staff conference.

D. Eligibility of children to be placed in these programs shall be determined by case studies fully reviewed by the local professional advisory committee, as well as all professional staff who have evaluated the children.

E. On the recommendation of the advisory committee, an eligible child may be placed in a special program at the discretion of the local Directors, Programs for Exceptional Children, with approval of the local superintendent.

F. A child shall not be continued in a special learning disabilities program for more than one year without a full review by the professional advisory committee utilizing current reports.

V. Coordination and Supervision

A. The local school system shall devise and present a plan for coordination and supervision of such programs, covering all phases of the program including identification, the diagnostic process, the instructional program, evaluation of progress and parent counseling.

B. Plans for coordination and supervision shall include provisions for regular consultation between classroom teachers, the learning disabilities teachers, diagnostic teachers and other qualified professional personnel who are involved in diagnosis, supervision and instruction.

VI. Types of Programs

A. Special Classes

1. Primary - Intermediate - Secondary Learning Disabilities Classes

Children may be enrolled full-time or part-time in a class taught by a learning disabilities teacher or a clinical teacher. The chronological age range of these children shall not exceed three years. A maximum enrollment of 8 children shall constitute a full SLD unit.

2. Special Classes for Psycho-educational Assessment

Children may be temporarily placed in this class for educational assessment on the recommendation of the professional advisory committee. When the recommendations for an appropriate remedial educational program have been designed for the child, this information shall be presented to the professional advisory committee which shall recommend placement in an appropriate educational program.

B. Special Programs

1. Resource Teacher

Children are enrolled in a regular classroom in a designated school, but they also receive special instruction in a resource room on a regular schedule from a learning disabilities teacher. The child may spend the greater or lesser portion of the school day in the regular classroom, depending on his ability to make constructive use of the regular classroom instruction and experiences.

2. Tutorial

Children who are unable to make constructive use of group instruction may receive special instruction from a resource teacher for no less than four hours per week. Instruction must be provided in a school facility.

VII. Certification

A. Learning Disabilities Teacher

A teacher not fully certified in the area of special learning disabilities may be approved for employment as a learning disabilities teacher, provided the teacher has a valid Georgia teacher's certificate and has completed ten quarter hours of a planned program in an approved college or university. The planned program of the person to be approved for employment shall be submitted to the Program for Exceptional Children with a statement of intent by the teacher to complete a minimum of ten quarter hours each year until fully certified in the area of special learning disabilities.

B. Clinical Teacher

A teacher assigned the responsibility of a class for psycho-educational assessment must be fully certified by having completed a planned program in special learning disabilities in an approved college or university.

APPENDIX

*ESTIMATES OF PREVALENCE
EXCEPTIONAL CHILDREN

Area	Percentage
Visually Impaired	.1
Deaf	.07
Hard-of-Hearing	.5
Speech Impaired	3.5
Multi-Handicapped	.2
Hospital/Homebound	.3
Emotionally Disturbed	2.0
Educable Mentally Retarded	2.0
Trainable Mentally Retarded	.3
Special Learning Disabilities	1.0
Gifted	2.0
TOTAL-All Exceptional Children	11.97

*Office of Planning and Evaluation, Bureau of Education for the Handicapped, U.S. Department of Health, Education, and Welfare.